

Potters Gate Primary & St Andrew's Infant Schools
Curriculum Subject Progression – Music

In Music, Children develop their skills in a range of different musical areas such as; singing, playing instruments, understanding of notation and appreciation of music from different time periods and cultures. Though our music curriculum children are inspired to become musicians through these musical areas and many opportunities to perform in front of their school and at public events in the local area. Within Key Stage 2, Children are also taught by a professional from 'Surrey Arts' who teaches them how to play an instrument confidently and with precision. Due to this specialist teaching Music topics are taught at different terms to accommodate these sessions, but all classes cover each topic mentioned below.

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<u>Knowledge</u> What will children know at the end of this unit of work?	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Identifying sounds in our environment that are familiar to use. What sounds do musical instruments make. Planet songs, music with space. Classical planet music.	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Harvest Festival Songs Listening to traditional Indian Music for Diwali Christmas songs for nativity – learning song lyrics for performance.	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Movement to music – moving different ways to different types of music. (PE lessons – dance) Understanding the different ways that music can make us feel.	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Sounds that we hear in our environment which are important – sirens, fire alarms, house alarms, shouting etc... Patterns – music can be created using patterns – tap, tap, clap etc.	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Minibeasts - flight of the bumblebees. Sounds that minibeasts make. Use musical instruments to create music that links to the bugs.	Days of the week song, number songs, months song, lunchtime prayer song, Doh disco. Songs from traditional tales. Rhymes.
	<u>Skills</u> As an expert in this subject children will be able to ...	Be able to link sounds to objects, animals, insects etc... Without seeing the instrument know what it is by listening to the noise – drum, chime, xylophone etc. Composition-mark making whilst listening to music.	To learn songs and to know when to sing in time with the music. Have confidence when performing in front of others.	Be able to link music to movements and feelings. Understand the different types of music.	Children can identify sounds and tell you, their importance. Children can create and follow a pattern made with instruments, body etc... Drawing colours of xylophone notes to notate a musical patten that can be played.	To be able to create music that is appropriate to the minibeast. E.g. bouncy sounds for a grasshopper.	Recognise songs from traditional tales – know which songs are from happy points, sad points etc...
	<u>Creativity & Cultural Development</u>	Create our own musical instruments using junk modelling.	Listening and performing to music from around the world Creating own costumes, props and backdrops for the nativity.	Performing dances, they have made to the class.	Create music through following a pattern.	Understand that music can be made by listening to things in our natural world.	Role play – traditional tales. Using musical instruments to help re-tell story.

	Spiritual Development	Creation Story. How the Earth was made.	Christian belief in the Christmas story and Jesus. Music linked to Diwali - Hinduism				
	Community & Courageous Advocacy	Identify familiar sounds which we can hear within our community.	Can perform songs to families and members of the community during the festive period.	Building confidence.	Look at things within our community that can create sounds and what they signify. Using natural objects from our local environment to create sounds and patterns.	What bugs can we hear in our community. How can we create these noises by using the appropriate instruments?	
	Health & Wellbeing	Know what sounds we hear and link to danger and which are safe sounds that we hear.	Sense of belonging and being a part of the performance by singing songs.	Understanding that body movements can be linked to feelings and emotions.	Knowing how to keep safe and link sounds to danger and safety.		To look at how songs make us feel, how does the character feel. Well-being of self and others.
	Aspiration	Know that you can create sounds through different mediums – the environment and not just instruments.	To take part in performing arts	To become a dancer.	To become a composer.	Playing different musical instruments.	Theatre - acting out traditional tales. Musician – adding music to our performances.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	high, low, loud, quiet, orchestra, names of instruments, conductor, listen, pace, volume	Their own lines and song lyrics for the performance.	Timing, rhythm, pace	Sirens, safety, noises.		
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Trust – safe and unsafe sounds within our environment and what they mean.	All of the school values are shown through this time.	Trust – to be able to trust others within the class while creating dances. Resilience – not to give up when trying something new	Trust – what sounds to trust and not to trust within our environment.		Resilience – not giving up. Friendship – Working as a team to tell stories.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and looking at faiths and beliefs through the Christmas story.	Mutual respect.			Mutual respect – performing in a group.

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	<p><u>Knowledge</u> What will children know at the end of this unit of work?</p>	<p>Charanga Unit 1 Hey You! . Harvest singing</p>	<p>Charanga Unit 2 Rhythm in the way we walk/Banana rap Christmas songs</p>	<p>Charanga Unit 3 In the groove Learning songs (Jack and the Beanstalk Literacy link)</p>	<p>Charanga Unit 4 Round and Round Singing call and response songs Playing musical responses on tunes percussion instruments</p>	<p>Charanga Unit 5 Your Imagination</p>	<p>Charanga Unit 6 Reflect, Rewind and Replay</p>
<p>Year 1</p>	<p><u>Skills</u> As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p> <p>Percussion instruments to be taught by classroom staff.</p>	<p>Use voices expressively. Use voice in different ways such as speaking, singing and chanting.</p> <p>Play tuned and untuned instruments To create and choose sounds. To perform simple, rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Rehearse and perform with others. To think about others when performing.</p>	<p>Use different parts of the body to make sounds. Follow a rhythm and keep to a tempo. Know what a beat is. Learn a song by heart. Following a melody and keeping tempo. Recognising the difference between a verse and a chorus. Control volume. Rehearsing and performance</p> <p>Create musical patterns.</p> <p>To know about and experiment with sounds</p> <p>Explore, chose and organise sounds and musical ideas. To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. soft, loud, high, low.</p>	<p>Breathing, posture, high/low pitches song structure (chorus/verse) pitch, musical expression, call and response, aural memory, rehearsing and performing.</p> <p>Explore and express ideas and feelings about music using movement, dance and expressive musical language.</p> <p>To talk about how music makes you feel or want to move.</p> <p>To make improvements to my own work.</p> <p>To think about and make simple suggestions about what could make their work better.</p>	<p>Accurate listening and responding in a song. Spotting intervals and rests. How to vary pitch. Correct grip on mallets for xylophones. Using alternate mallets for different notes. How to strike the instrument correctly</p> <p>To listen to with concentration and recall sounds within increasing aural memory. To begin to identify simple repeated patterns and follow basic musical instructions.</p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used</p>	<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols To begin to represent sounds with simple sounds including shapes and marks.</p> <p>To know how music is used for particular purposes.</p> <p>To listen to short pieces of music and talk about when and why they might hear it. E.g lullaby or Wedding March.</p>	

					expressively within simple structures. To begin to understand that musical elements can be used to create different moods and effects.		
	Creativity & Cultural Development		Children are exploring different genres of music	Using musical expression as a way to explore creativity	Developing musical expression and listening to a variety of different songs		
	Spiritual Development		Songs linked to the Christmas story.				
	Community & Courageous Advocacy						
	Health & Wellbeing		Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	
	Aspiration						
	<u>Vocabulary</u> What key vocabulary will children know that is new?		Beat, tempo, rhythm, melody, verse, chorus, volume	Melody, verse, chorus, call and response, volume, tempo, long and short notes,	Pitch, tempo, rest, interval, stepping notes, structure.		
	<u>School Values</u> Friendship, Resilience. Justice, Trust						
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Christmas songs taught in context of Christian values and tolerance of others faiths and beliefs.				

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Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	Charanga Unit 1 Hands, Feet, Heart To sing, play, compose and improvise to Tony Chestnut and Cauliflowers Fluffy	Charanga Unit 2 Ho Ho Ho To sing, play, compose and improvise: Creepy Castle Kye Kye Kule	Charanga Unit 3 I wanna play in a band To sing, play, compose and improvise: The friendly Robot Grandma Rap	Charanga Unit 4 Zootime To sing, play, compose and improvise: Here comes Sally Eh memarie	Charanga Unit 5 Friendship Song To sing, play, compose and improvise: Jump Jim Joe	Charanga Unit 6 Reflect, Rewind and Replay Recorders To sing, play, compose and improvise: Tanczymy labada

		Christmas songs		Easter songs	Mini beasts	The rock pool rock
<p><u>Skills</u> As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p> <p>Recorders to be taught by class teachers – Charanga, recorder world.</p> <p>Percussion instruments to be used.</p>	<p>recognise echoing phrases by ear Communicate meaning and use diction Maintain body percussion patterns Recognise structure of verse and chorus</p>	<p>Play paired echo pieces based on the rhythm of the song Perform actions while singing an echo Lead an echo song confidently Recall familiar Christmas carols</p>	<p>Perform rhythmically as a group incorporating accurate choreography. Compose accompanying music using percussion and unconventional sound makers. Sing a syncopated melody.</p>	<p>Sing a playground style song in the appropriate style. Invent and copy modes of travelling to fill a musical phrase. Improvise on the pentatonic scale. Sing a nonsense song and make up new lyrics. Maintain a clapped pulse. Create dance steps.</p>	<p>Sing dotted rhythms and awkward intervals accurately. Manage dance steps with a partner whilst singing Understand and identify a musical phrase. Sing articulated words clearly set to a stepping stone melody. Play an accompaniment on tunes percussion and using sound effects Choreograph and perform. Play chords.</p>	<p>Sing a rock style song managing short phrases and rests. Perform a spoken second part Play an introduction on tunes percussion and invent a dance. Sing confidently in another language Play a game with call-and-response Invent new lines and accompany using tuned percussion.</p>
	<p>Use voices expressively.</p> <p>Use voices expressively and creatively. To sing with the sense of shape of the melody.</p> <p>Play tuned and untuned instruments.</p> <p>To create and choose sounds for a specific effect. To perform rhythmical patterns</p> <p>Rehearse and perform with others.</p> <p>To think about others when performing.</p>	<p>Create musical patterns.</p> <p>Repeat short rhythmic and melodic pattern.</p> <p>Explore, chose and organise sounds and musical ideas.</p> <p>To begin to explore and choose and order sounds using inter-related dimensions of music (Pulse, Pitch, Rhythm, Dynamics, Tempo, Timbre, Texture and Structure)</p>	<p>Explore and express ideas and feelings about music using movement, dance and expressive musical language.</p> <p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To make improvements to my own work.</p> <p>To identify what improvements could be made to own work and make these changes including altering use of voice, playing of and choice of instruments.</p>	<p>To listen to with concentration and recall sounds within increasing aural memory.</p> <p>To identify and recognise repeated patterns and follow a wider range of musical instruments.</p> <p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</p> <p>To understand how musical elements create different moods and effects.</p>	<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>To confidently represent sounds and a range of symbols, shapes and marks.</p>	

						<p>To know how music is used for particular purposes.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. its quiet and smooth so would be good for a lullaby.</p>	
Creativity & Cultural Development	music genre and language.	African echo song, different dialects	Exploring music making.	Use of different languages.			Use of different languages.
Spiritual Development	Harvest festival	Christmas worship		Easter worship			
Community & Courageous Advocacy	Singing as part of Church worship.	African echo song, different dialects Singing as part of church Worship		Singing as part of church worship. Estonian music.			Polish circle game song.
Health & Wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing	Enjoying music to promote joy and wellbeing
Aspiration	To perform confidently and use instruments.	To create a sequence of sounds to suggest a mood or atmosphere.		To use the pentatonic scale to create own music.			
<u>Vocabulary</u> What key vocabulary will children know that is new?	Pitch, interval. structure, echo, tempo, beat, dynamics, crescendo, octave, intervals, scale, verse, chorus, phrase, off beats, jazzy, blues	pulse, rhythm, echoes, internalising, minor, key, interval, phrase, section.	Syncopated rhythm, rests, staccato, melody, texture, accompaniment,	pentatonic scale, CDEGA melody, pulse, beat, improvise, internalise, Estonia, nonsense song.	melody, interval, dotted rhythm, minor key, chords, choreograph	pulse, accompaniment, Off-beat, rests, 'blues' notes, interval, melody, phrase, 12 bar blues, scat syllables. Polish language.	
<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience	Trust, friendship and resilience	Resilience and trust	Trust, friendship and resilience	Trust, friendship and resilience	Trust, friendship and resilience	Trust, friendship and resilience

	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance		Mutual respect and tolerance		Mutual respect and tolerance
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Year 3	<u>Knowledge</u> What will children know at the end of this unit of work?	A shining performance Be confident with reading and playing G, A and B (doh re me) in a new context. Use creative ideas inspired by different stimuli to improve a performance.	Sing and Move Sing songs with attention to expression and dynamics, following the conductor's cues. Perform actions with accuracy and confidence.	Class Assembly:	Music and video Use storyboards to sequence and structure a music video. Explore self-representation through portraits and personalised avatars.	You gotta try Compose a song accompaniment on untuned percussion using known rhythms and note values. Introduce and understand the differences between crotchets and paired quavers.	Music and Sound Add an accompaniment to a song/piece of music. Compose in response to a musical stimuli.
	<u>Skills</u> As an expert in this subject children will be able to ...	Learn to play a tuned instrument. Play and perform melodies following staff notation with a small range of notes. Listen and accurately repeat short melodic phrases played at different tempos. Recognise a staff and a clef. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms. Play untuned/tuned percussion, classroom and whole-class	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time.		Use video to capture and record creative ideas. Aurally identify dimensions in music, such as pitch and texture. Appreciate and respond to music from across historical periods and traditions.	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range Learn to play an untuned instrument. Listen and accurately repeat short melodic phrases played at different tempos. Recognise a staff and a clef. Understand the differences between crotchets and paired quavers.	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range. Compose in response to different types of stimuli. Structure musical ideas to create music that has a beginning, middle and end. Create and simply notate three-note phrases. Compose song accompaniments on untuned percussion

		Instruments (if appropriate) using notes G, A, B, D, and E.					
	Creativity & Cultural Development	Exposing children to diverse musical styles and encouraging innovative expression.	Exploring their vocal ability whilst appreciating different songs and styles of music.		Encourages creative thinking and explore diverse story telling techniques.	Encourages creative expression and cultural awareness.	Encourages creative exploration and innovation, allowing children to experiment with music.
	Spiritual Development	Connect deeply with emotions and stories conveyed through music. Harvest Service	Allows children to connect emotionally with music. Christmas service		Reflection of inner self and their identity.	Understanding music more deeply. Easter Service	Connecting emotionally with music they have created.
	Community & Courageous Advocacy	Encouraging collaboration, ensemble playing and appreciation of diverse cultures	Promotes teamwork, a sense of fellowship and respect for others.		Promotes teamwork, a sense of fellowship and understand the risks of being online.	Promotes teamwork, a sense of fellowship and respect for others.	Promotes teamwork, a sense of fellowship, respect for others and individual differences.
	Health & Wellbeing	Enhances cognitive skills, fine motor coordination and emotional expression.	Enhances cognitive skills, encourages confidence and emotional wellbeing.		Allows children to express themselves creatively.	Enhances cognitive skills, encourages confidence and emotional wellbeing.	Encourages emotional well-being and creates an outlet for self-expression.
	Aspiration	Inspires children to express themselves through singing.	Inspires children to express themselves through singing.		Achievable goals and exposure to digital music.	Achievable goals and inspiring children.	Achievable goals and inspiring children.
	Vocabulary What key vocabulary will children know that is new?	Structure, intro/introduction, verse, chorus, texture, duration, rhythm patterns, keyboard, conductor, accompaniment, crotchets, quavers, style.	Structure, intro/introduction, Compose, verse, chorus, texture, duration, rhythm patterns, expression, keyboard, conductor, accompaniment, crotchets, quavers, style.		Structure, intro/introduction, verse, chorus, improvise, compose, sequencing sounds, digital music, texture, duration, rhythm patterns, expression, bass, drums, guitars, keyboard, hook, conductor, accompaniment, crotchets, quavers, style, traditions.	Structure, intro/introduction, verse, chorus, improvise, compose, sequencing sounds, rhythm patterns, digital music, texture, duration, drums, hook, conductor, accompaniment, crotchets, quavers, style.	Structure, intro/introduction, verse, chorus, improvise, compose, sequencing sounds, digital music, texture, duration, rhythm patterns, expression, bass, drums, guitars, keyboard, hook, conductor, accompaniment, crotchets, quavers, style.
	School Values Friendship, Resilience. Justice, Trust	Resilience and friendship	Resilience and friendship		Resilience, friendship and Trust	Resilience and friendship	Resilience, friendship and Trust

	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Individual liberty and mutual respect.	Individual liberty, mutual respect, democracy, the rule of law		Individual liberty, mutual respect, democracy and rule of law.	Individual liberty and mutual respect.	
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Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	Create and notate Copy and improvise short melodic phrases. Compose a short, structured piece using a D minor scale in Music Explorer.	Round and Round Sing rounds and songs with small and large leaps. Perform a range of songs in a school assembly.	Recycling songs Compose a song demonstrating an understanding of the musical components. Capture and record creative ideas.	Class Assembly	Tuning up - Drums Compose pieces using different timbre, combining texture using simple rhythm compared to sustained notes, structure using Binary form Section A then Section B Ternary form Section A to Section B to Section A	
	<u>Skills</u> As an expert in this subject children will be able to ... African Drums taught by Surrey Arts for a term per class each year: Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B.	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation. Create and play short pentatonic phrases using five notes. Understand the differences between minims, crotchets, paired quavers and their rests.	Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Listen with attention to detail and recall sounds with increasing aural memory.	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. Make compositional decisions about the overall structure of improvisations. Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation.	Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will sing and use their voices with confidence and control. Children should listen with attention to detail and recall sounds with increasing aural memory. Children should use and understand staff and other musical notation and appropriate musical language.	Taught by Surrey Arts: Understanding of a different cultures approach to learning music aurally. Learning Yoruban phonics to learn 3 different rhythmic parts. - Ability to play call and response. Developed ability to improvise in 1 bar and 2 bar phrases. Two pieces learnt from: Mali Kuku- a fishing celebration Dununba- played at wedding and baptisms	

		Follow and perform simple rhythmic scores and be able to maintain an individual part.		Understand the differences between minims, crotchets, paired quavers and their rests.		
	<i>Creativity & Cultural Development</i>	Develops creative confidence by experimenting with pitch, rhythm and musical shape. The D-minor scale introduces children to tonal systems used wily in Western music allowing them to recognise how composers organise music.	Encourages children to use their voices in new ways with different expressions. Singing in parts is found across history and in different cultural practises.	Encourages pupils to organise their own musical ideas with increasing independence. Capturing music allows pupils to understand how composers persevere and communicate musical thinking across time and cultures.	Encourages children to envision a character for themselves to perform through vocal and physical expression. Encourages cultural values such as stewardship, shared responsibility, and sustainability	Develops children understanding of rhythm, pulse and texture through practical performance. Exploring drumming patterns from different musical traditions broadens pupils cultural understanding and introduces them to the importance of rhythm across global musical styles.
	<i>Spiritual Development</i>	Encourages children to express mood, feeling and musical intention in a personal way, supporting reflection and emotional awareness through sound. Harvest service	Encourages attentive listening and awareness of how musical contributions combing to create a shared expressive outcome. Christmas service	Opportunity for pupils to express personal ideas, emotions and responses through structures musical outcomes.	Performing together as a class unit creates unity. Message of the show teaches children how people are interlinked and need to work together. Easter service	Pupils experience music physically and expressively through rhythm, supporting emotional engagement and awareness of how musical elements communicate energy, mood and intention.
	<i>Community & Courageous Advocacy</i>	Encourages sharing ideas respectfully, listening to others and contributing collaboratively. Composing and performing original music encourages pupils to develop confidence in presenting their own artistic voice.	Participating in rounds strengthen pupils' ability to collaborate musically by maintaining independent parts while contributing to a shared group performance.	Support pupils in sharing musical ideas respectfully and making creative decisions together. Recoding work allows pupils to present their work confidently to others.	Children understand how bees support global communities through pollination and food production. Encourages advocacy for environmental protection and caring for living things.	Promotes collaboration and attentive listening as pupils maintain individual rhythmic parts within a shared ensemble. Supports confidence in presenting musical ideas publicly and recognising the role of rhythm within collective performance contexts/
	<i>Health & Wellbeing</i>	Promotes confidence and risk-taking within a supportive environment,	Singing with pitch accuracy and independence	Supports confidence and emotional expression by giving	Singing and performing promotes confidence,	Supports coordination, concentration and physical engagement with music through structured rhythmic movement.

	<p>helping pupils increase in self-esteem through musical success.</p> <p>Structured tasks provide opportunities for focus, persistence and problem solving supporting emotional regulation and a sense of achievement.</p>	<p>supports confidence and concentration and emotional expression.</p> <p>Performing in assembly allows pupils to develop self-esteem and a sense of achievement.</p>	<p>pupils ownership over creative outcomes.</p> <p>Capturing and revisiting musical ideas encourages perseverance, focus and reflection.</p>	<p>emotional expression and teamwork.</p> <p>Links to healthy ecosystems and food sources.</p>	<p>Ensemble drumming builds confidence and provides an outlet for expression while encouraging pupils to experience success.</p>
Aspiration	<p>Inspiring children to become composers and performers.</p> <p>Develops children's understanding of musical structures.</p>	<p>Inspires children to express themselves through singing.</p>	<p>Inspires pupils to processes used by composers, performers and producers.</p> <p>Supports awareness of creative pathways within music.</p>	<p>Performance builds confidence, ambition and pride in achieving a shared goal.</p> <p>Inspires children to see how small actions can make a big environmental impact.</p>	<p>Develops confidence in maintaining pulse, performing and working as part of an ensemble.</p>
<u>Vocabulary</u> <i>What key vocabulary will children know that is new?</i>	<p>Contrast, relevant, instrumental terminology, choreography, perform.</p>	<p>Rounds, accompaniment, perform</p>	<p>digital recording</p>	<p>Pitch, tempo, dynamics, rhythm, harmony, melody, structure, verse, chorus, audience, performance and rehearsal.</p>	<p>Rhythm, sustained notes, structure, Binary form, Section, Ternary.</p>
<u>School Values</u> <i>Friendship, Resilience. Justice, Trust</i>	<p>Friendship: Cooperative learning, active listening and shared musical decision-making.</p> <p>Resilience: Pupils refine ideas, respond to feedback and improve their compositions over time.</p> <p>Justice: Ensures all pupils can contribute ideas and have opportunities to share their music.</p>	<p>Friendship: Cooperation, attentive listening and mutual support.</p> <p>Resilience: develop pitch accuracy through rehearsal and persistence.</p> <p>Justice: All pupils can contribute to a shared musical experience.</p> <p>Trust: Performing together builds trust</p>	<p>Friendship: Listening to others' ideas and work cooperatively.</p> <p>Resilience: Improving and extending their composition through reflection.</p> <p>Justice: Equal opportunities for pupils to contribute to ideas.</p> <p>Trust: Share their creativity coidentity.</p>	<p>Friendship: Working collaboratively to rehearse and perform.</p> <p>Resilience: Practising songs and script, improving through feedback.</p> <p>Justice: Understanding the importance of protecting bees and ecosystems.</p> <p>Trust: Relying on each other during rehearsals and performance</p>	<p>Friendship: Collaborating within an ensemble and supporting peers.</p> <p>Resilience: Practising to secure tone, rhythm and note accuracy.</p> <p>Justice: Ensuring all players contribute equally within group composition.</p> <p>Trust: Relying on others in ensemble performance and when following a conductor.</p>

		Trust: Improvisation builds trust as pupils take creative risks.	as pupils rely on each other.			
	<i>British Values</i> <i>democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</i>	Democracy: Contribute ideas collaboratively and make shared decisions. Rule of Law: How musical systems provide structure. Individual Liberty: Improvising allows pupils to express their own musical ideas. Mutual Respect & Tolerance: Listening to others encourages pupils to value different musical responses and ideas.	Democracy: encourages pupils to contribute ideas. Rule of Law: Following conductor cues and rehearsal expectations. Individual Liberty: Developing vocal confidence. Mutual Respect & Tolerance: Value and respect shared musical experiences.	Democracy: Rule of Law: Individual Liberty: Mutual Respect & Tolerance:	Democracy: Sharing ideas for performance choices and roles. Rule of Law: Following rehearsal expectations and performance guidelines. Individual Liberty: Expressing creativity through singing and acting. Mutual Respect & Tolerance: Valuing each other's contributions and diverse talents.	Friendship: Collaborating within an ensemble and supporting peers. Resilience: Practising to secure tone, rhythm and note accuracy. Justice: Ensuring all players contribute equally within group composition. Trust: Relying on others in ensemble performance and when following a conductor.

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Knowledge What will children know at the end of this unit of work?	A Spooky Story Compose and arrange an original "Spooky Story" track in YuStudio. Reflect on and evaluate musical decisions by performing compositions.	Unlocking vocal potential Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. Sing songs in unison, and in two or three parts.	Decoding Sound and Notation Develop and expand musical understanding through critical listening and analysis of contrasting pieces. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Class assembly: Bee Musical Perform a set script with 6 songs as a whole class. Sing songs in unison and in parts. Some children will sing solos.	Tuning up: Brass Develop confidence playing brass instruments, applying precise breath control, embouchure and pitch accuracy. Performing with increasing fluency and control. Progress ability to read and interpret musical notation, allowing for a deeper understanding of rhythmic precision and dynamic expression.	

<p><u>Skills</u> As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p>	<p>Compose and structure music purposefully, using ternary (ABA) form.</p> <p>Develop and refine melodic and rhythmic ideas, showing control of dynamics and texture.</p> <p>Use staff notation accurately (via Music Notepad) to record and communicate musical ideas.</p> <p>Listen critically and evaluate compositions, suggesting and implementing improvements.</p> <p>Demonstrate increasing independence, fluency and musical intention in composition.</p> <p>Apply and articulate key musical vocabulary when discussing creative choices.</p>	<p>Sing with accurate pitch, clear diction and controlled breathing.</p> <p>Demonstrate secure ensemble skills, responding to phrasing and musical direction.</p> <p>Perform confidently in unison and sustain an independent vocal line in two- and three-part harmony.</p> <p>Maintain part accuracy while listening and adjusting to others.</p> <p>Apply understanding of musical style to shape expression and dynamics.</p> <p>Show increasing vocal control, blend and tonal quality over time.</p> <p>Develop confidence, resilience and performance presence through regular rehearsal.</p>	<p>Apply knowledge of pitch, rhythm, tempo and dynamics to improve performance quality.</p> <p>Explain how musical elements create mood, structure and expression.</p> <p>Maintain pulse and rhythmic accuracy in solo and ensemble performance.</p> <p>Demonstrate increasing technical control and expressive awareness over time.</p> <p>Develop independence, confidence and fluency in rehearsal and performance.</p>	<p>Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Children will sing and use their voices with confidence and control.</p> <p>Children should listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children should use and understand staff and other musical notation and appropriate musical language.</p>	<p>Taught by Surrey Arts:</p> <p>Memorised notes CDEFG</p> <p>Understanding of the embouchure</p> <p>Ability to play contrasting dynamics with synchronised starts and stops.</p> <p>Understanding of how to work with a conductor.</p> <p>Repertoire learnt: I like to move it I feel good, Hot cross buns and We will rock you Football Song.</p>
	<p>Creativity & Cultural Development</p>	<p>Encourages creative risk-taking through improvisation over a drone or groove.</p> <p>Explores how repetition and structure (ternary</p>	<p>Explores diverse vocal traditions and styles from different cultures.</p> <p>Develops expressive interpretation through</p>	<p>Develops collaborative listening skills and respectful discussion of contrasting musical styles.</p> <p>Builds confidence to share musical opinions</p>	<p>Encourages children to envision a character for themselves to perform through vocal and physical expression.</p> <p>Encourages cultural values such as stewardship, shared</p>

		form) shape musical traditions across cultures.	phrasing, dynamics and tone.	and perform with courage.	responsibility, and sustainability	
	Spiritual Development	Encourages reflection and emotional expression through sustained sound and repetition. Provides opportunities to create music that conveys mood, atmosphere and meaning. Harvest Service	Encourages reflection and emotional expression through collective singing. Promotes a sense of unity and shared purpose in ensemble performance. Christmas Service	Focused listening enhances concentration and emotional awareness. Performing notated music builds confidence, perseverance and self-esteem.	Performing together as a class unit creates unity. Message of the show teaches children how people are interlinked and need to work together. Easter service	Encourages reflection through controlled tone production and expressive playing. Develops awareness of how dynamics and tempo influence mood and atmosphere.
	Community & Courageous Advocacy	Develops confidence to share original musical ideas. Promotes respectful listening and constructive feedback within group composition.	Builds a strong sense of ensemble and shared responsibility in group performance. Develops confidence to perform publicly and express ideas through song.	Develops collaborative listening skills and respectful discussion of contrasting musical styles. Builds confidence to share musical opinions and perform with courage.	Children understand how bees support global communities through pollination and food production. Encourages advocacy for environmental protection and caring for living things.	Builds confidence performing as part of an ensemble and in concert settings. Develops the ability to follow a conductor and contribute responsibly to group performance.
	Health & Wellbeing	Supports emotional expression through improvisation. Builds confidence and self-esteem through creating and refining original work.	Promotes controlled breathing, posture and vocal technique. Enhances confidence, emotional expression and sense of belonging.	Focused listening enhances concentration and emotional awareness. Performing notated music builds confidence, perseverance and self-esteem.	Singing and performing promotes confidence, emotional expression and teamwork. Links to healthy ecosystems and food sources.	Promotes breath control, posture and physical coordination. Builds resilience through regular practice and performance. Enhances self-esteem through successful public performance.

	Aspiration	Encourages pupils to compose with increasing independence and musical purpose. Inspires pride in producing structured, high-quality compositions.	Encourages pupils to strive for vocal accuracy and expressive quality. Inspires pride in achieving polished unison and part-singing performances.	Encourages musical independence through fluent notation reading. Inspires children to achieve accuracy and expression in performance.	Performance builds confidence, ambition and pride in achieving a shared goal. Inspires children to see how small actions can make a big environmental impact.	Encourages technical progression from beginner control to fluent ensemble playing. Develops increasing independence in note recognition and instrumental technique. Inspires pride in achieving a polished concert performance.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Improvise, compose, motif, phrase, drone, groove, ostinato, ternary form (ABA), structure, notation, pitch, rhythm and dynamics.	Unison, harmony, part, ensemble, phrasing, pitch, dynamics, tempo, tone, diction, projection and blend	Notation, stave, clef, time signature, pitch, rhythm, tempo, dynamics, melody, harmony, expression and articulation	Pitch, tempo, dynamics, rhythm, harmony, melody, structure, verse, chorus, audience, performance and rehearsal.	Embouchure, posture, tone, conductor, ensemble, repertoire, dynamics (pianissimo, piano, forte, fortissimo, crescendo, diminuendo) Tempo(adagio, andante, allegro), rhythm (semibreve, minim, crotchet (ta), quaver) and binary form (AB), ternary form (ABA).
	<u>School Values</u> Friendship, Resilience. Justice, Trust	<p>Friendship: Collaborating and valuing peers' creative ideas.</p> <p>Resilience: Refining compositions through rehearsal and feedback.</p> <p>Justice: Ensuring all voices and ideas are heard and respected.</p> <p>Trust: Sharing original work confidently within a supportive environment.</p>	<p>Friendship: Singing collaboratively and supporting peers.</p> <p>Resilience: Rehearsing challenging harmonies and improving vocal control.</p> <p>Justice: Valuing every voice and ensuring equal contribution.</p> <p>Trust: Relying on others to maintain part accuracy in group singing.</p>	<p>Friendship: Supporting peers during rehearsal and performance.</p> <p>Resilience: Practising challenging rhythms and melodies.</p> <p>Justice: Respecting diverse musical genres and traditions.</p> <p>Trust: Performing confidently within an ensemble.</p>	<p>Friendship: Working collaboratively to rehearse and perform.</p> <p>Resilience: Practising songs and script, improving through feedback.</p> <p>Justice: Understanding the importance of protecting bees and ecosystems.</p> <p>Trust: Relying on each other during rehearsals and performance</p>	<p>Friendship: Collaborating within an ensemble and supporting peers.</p> <p>Resilience: Practising to secure tone, rhythm and note accuracy.</p> <p>Justice: Ensuring all players contribute equally within group composition.</p> <p>Trust: Relying on others in ensemble performance and when following a conductor.</p>

	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Democracy: Making collective decisions about compositional choices.	Democracy: Contributing ideas about interpretation and performance style.	Democracy: Sharing interpretations and responding thoughtfully to others' ideas.	Democracy: Sharing ideas for performance choices and roles.	Democracy: Making shared decisions in group compositions.
		Rule of Law: Following agreed musical structures and rehearsal expectations.	Rule of Law: Following rehearsal expectations and musical direction.	Rule of Law: Following musical notation and ensemble expectations.	Rule of Law: Following rehearsal expectations and performance guidelines.	Rule of Law: Following conductor direction and ensemble expectations.
		Individual Liberty: Expressing individuality through improvisation.	Individual Liberty: Expressing identity and emotion through singing.	Individual Liberty: Expressing musical ideas with creativity and confidence.	Individual Liberty: Expressing creativity through singing and acting.	Individual Liberty: Developing personal musical expression within structured performance.
		Mutual Respect & Tolerance: Appreciating diverse creative responses and cultural influences.	Mutual Respect & Tolerance: Appreciating diverse vocal styles and cultural traditions.	Mutual Respect & Tolerance: Valuing different musical preferences and cultural styles.	Mutual Respect & Tolerance: Valuing each other's contributions and diverse talents.	Mutual Respect & Tolerance: Valuing different abilities and musical backgrounds within the group.

Music	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Knowledge What will children know at the end of this unit of work? Guitar to be taught by Surrey Arts for one term each class.	Music reimaged To analyse and compare two contrasting musical interpretations of "Spring", relating the differences to the theme of climate change. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Discovering Grime Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. Make independent creative decisions to develop original musical ideas. Build confidence by	Tuning up: Guitar Developed proficiency in guitar, executing chord progressions, strumming patterns and melodic lines with technical accuracy. Performing with increasing fluency and control. Progress their ability to read standard notation and tablature, enabling them to interpret and perform increasingly complex pieces.		The Next Chapter Perform songs as part of a large scale ensemble production with increasing accuracy, expressive control and confidence. Develop secure pitch, rhythm, dictation and awareness of group balance. Interpret conductor/director cues, stage directions and musical dynamics with independence. Learn and perform extended repertoire from memory, making interpretive decisions about character, mood and delivery appropriate to dramatic context.	

			presenting the final track and reflecting on the creative choices made.		
<p><u>Skills</u> As an expert in this subject children will be able to ...</p> <p>Skills listed are from national curriculum.</p>	<p>Listen with attention to detail and recall sounds accurately, identifying similarities and differences between contrasting interpretations.</p> <p>Use and understand staff and musical vocabulary to analyse structure, dynamics, tempo, texture and timbre.</p> <p>Compare and evaluate music critically, justifying opinions using subject-specific language.</p> <p>Improvise and compose music for a specific purpose, creating an original soundscape linked to a theme.</p> <p>Organise and structure musical ideas effectively, using layering, contrast and texture.</p> <p>Use digital technology purposefully, arranging loops and applying</p>	<p>Listen with attention to detail, identifying the key features, structure and stylistic characteristics of Grime.</p> <p>Use subject-specific vocabulary accurately when analysing genre, tempo, texture and rhythm.</p> <p>Improvise and compose music for a specific purpose, creating an original digital track.</p> <p>Organise and structure musical ideas effectively, layering drum patterns, basslines and vocals.</p> <p>Use digital technology purposefully, applying tempo, balance, effects and mixing techniques.</p> <p>Demonstrate rhythmic accuracy and secure sense of pulse in programmed beats.</p> <p>Refine and improve compositions</p>	<p>Classical guitar skills learnt, holding the instrument,</p> <p>Planting on gbe playing bass notes on A D and E (thumb) with piece Hungary Chilli pepper.</p> <p>Development of tremolo on E string with piece Andalusian cadence.</p> <p>Introduction to Spanish music, Blues Music and Funk music Spanish bee, Shaky group piece using E and B, Mulberry boogie using E and B with rests.</p> <p>Got the Ebgb's notes EBG with time Bass line to three little birds</p>	<p>Taught by Surrey Arts:</p>	<p>Sing and perform with increasing accuracy, fluency, control and expression as part of a large ensemble.</p> <p>Maintain an independent vocal or instrumental part within unison and harmony.</p> <p>Demonstrate secure sense of pulse, pitch and rhythm in rehearsal and live performance.</p> <p>Interpret and perform music with stylistic understanding, applying appropriate dynamics and phrasing.</p> <p>Listen and respond to others, showing ensemble awareness and stage discipline.</p> <p>Use and understand key musical vocabulary confidently in rehearsal and evaluation.</p> <p>Rehearse, refine and improve performance quality, demonstrating resilience and independence.</p> <p>Perform confidently to an audience, showing projection, presence and musical intention.</p>

		<p>mixing techniques and effects.</p> <p>Refine and improve compositions, demonstrating increasing independence and musical intention.</p> <p>Present and evaluate creative work confidently, responding constructively to feedback.</p>	<p>independently, showing increasing control and musical intention.</p> <p>Present and evaluate creative work confidently, justifying artistic decisions using musical terminology.</p>		
	<p>Creativity & Cultural Development</p>	<p>Explores how music can be reinterpreted to reflect contemporary issues such as climate change.</p> <p>Develops digital composition skills through soundscape creation and loop manipulation.</p> <p>Encourages creative reinterpretation of existing musical material.</p>	<p>Explores the origins of Grime and its cultural significance within the UK.</p> <p>Develops digital composition skills through layering beats, synths and vocals.</p> <p>Encourages original musical ideas shaped by tempo, texture and structure</p>	<p>Explores Spanish, Blues, Jazz and Funk traditions through repertoire and improvisation.</p> <p>Develops improvisation skills within Blues and Jazz styles.</p> <p>Composes collaboratively using binary and ternary form, exploring texture and timbre.</p>	<p>Explores musical theatre and performance traditions from a range of genres and eras.</p> <p>Develops expressive interpretation through characterisation, staging and musical style.</p> <p>Encourages creative ownership of performance through rehearsal and refinement.</p>
	<p>Spiritual Development</p>	<p>Promotes reflection on nature, change and environmental responsibility through listening and composition.</p>	<p>Promotes self-expression and identity through lyric writing and track creation.</p>	<p>Encourages expressive playing through dynamics, tone and stylistic interpretation.</p> <p>Develops reflective listening when shaping solo and ensemble performance.</p>	<p>Provides opportunities for reflection on personal growth and transition.</p> <p>Encourages emotional expression and connection through music and drama.</p>

		Encourages emotional expression and atmosphere-building through sound. Harvest service	Encourages reflection on personal voice and artistic intention. Christmas Service		Fosters a sense of unity and shared achievement.
	Community & Courageous Advocacy	Develops the confidence to discuss and justify musical interpretations. Uses music as a medium to respond thoughtfully to global issues. Encourages respectful dialogue when comparing contrasting versions.	Builds understanding of how Grime reflects community voice and social commentary. Develops confidence in presenting original work and justifying creative choices. Encourages respectful discussion of cultural influences and perspectives.	Builds confidence through solo and group performance. Develops ensemble awareness in group pieces and bassline accompaniment. Encourages pupils to share and justify improvisational choices.	Builds confidence to perform publicly for the school and wider community. Promotes teamwork, shared responsibility and collective success. Encourages pupils to support and advocate for one another in performance roles.
	Health & Wellbeing	Supports emotional awareness through critical listening and expressive composition. Builds confidence and engagement through creative use of technology	Supports confidence and self-esteem through creative ownership. Provides a positive outlet for expression and collaboration. Develops resilience through refining and improving digital compositions.	Promotes coordination, posture and fine motor control. Builds resilience through practising note accuracy and chord transitions. Enhances self-esteem through concert performance and musical progression.	Develops breath control, posture and vocal projection. Enhances confidence, resilience and self-esteem through rehearsal and live performance. Promotes belonging and positive collaboration.

	Aspiration	<p>Encourages high-quality analytical thinking using precise musical vocabulary.</p> <p>Develops independence and technical control in digital composition and mixing.</p> <p>Inspires pride in producing purposeful, meaningful creative work.</p>	<p>Encourages high expectations in production quality and musical coherence.</p> <p>Develops independence in using music technology and compositional decision-making.</p> <p>Inspires pride in producing and performing a completed track</p>	<p>Encourages progression from secure basic technique to confident improvisation and chord fluency.</p> <p>Develops independence in chord knowledge (E minor/major, D minor/major, A minor).</p> <p>Inspires pride in achieving polished ensemble and solo performance.</p>	<p>Encourages high standards of performance, rehearsal discipline and presentation.</p> <p>Inspires pride in achieving a polished final production.</p> <p>Supports transition to secondary education through increased independence and confidence.</p>
	<p><u>Vocabulary</u> What key vocabulary will children know that is new?</p>	<p>Interpretation, arrangement, contrast, soundscape, loop, layering, texture, mixing, effects, balance, dynamics, tempo, structure motif, harmony and timbre.</p>	<p>Genre, style, tempo, texture, layering, loop, beat, rhythm, synth, bassline, vocals, mix, balance, effects, structure, motif and dynamics.</p>	<p>Timbre, texture, structure, binary form (AB), ternary form (ABA), improvisation, bassline, solo, chord, major, minor, dynamics (pianissimo, piano, forte, fortissimo, crescendo, diminuendo), tempo (adagio, andante, allegro), rhythm (semibreve, minim, crotchet (ta), quaver), tremolo and accompaniment.</p>	<p>Ensemble, unison, harmony, parts, projection, diction, phrasing, tempo, dynamics, pitch, rhythm, rehearsal, performance, audience, staging, cue and accompaniment.</p>
	<p><u>School Values</u> Friendship, Resilience, Justice, Trust</p>	<p>Friendship: Collaborating and sharing creative ideas respectfully.</p> <p>Resilience: Refining compositions through editing and feedback.</p> <p>Justice: Exploring fairness and responsibility through environmental themes.</p> <p>Trust: Valuing each contribution in</p>	<p>Friendship: Collaborating respectfully in creative production.</p> <p>Resilience: Editing and refining tracks to improve quality.</p> <p>Justice: Exploring themes of fairness, identity and social voice in music.</p> <p>Trust: Sharing original creative work</p>	<p>Friendship: Collaborating in ensemble and group compositions.</p> <p>Resilience: Practising challenging chord changes and improvisation.</p> <p>Justice: Ensuring all members contribute within group work.</p> <p>Trust: Relying on others during ensemble performance.</p>	<p>Friendship: Working collaboratively towards a shared goal.</p> <p>Resilience: Committing to rehearsals and overcoming performance challenges.</p> <p>Justice: Ensuring fair opportunities and valuing all roles.</p> <p>Trust: Relying on peers during live performance.</p>

		collaborative digital work.	confidently within the group.		
	<p><u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Democracy: Sharing viewpoints when analysing contrasting interpretations.</p> <p>Rule of Law: Respecting copyright and appropriate digital use.</p> <p>Individual Liberty: Expressing personal responses through digital composition.</p> <p>Mutual Respect & Tolerance: Appreciating diverse interpretations and perspectives.</p>	<p>Democracy: Expressing viewpoints and listening to others' perspectives.</p> <p>Rule of Law: Understanding respectful language and appropriate digital use.</p> <p>Individual Liberty: Expressing identity through music and lyrics.</p> <p>Mutual Respect & Tolerance: Valuing diverse cultural influences and musical styles.</p>	<p>Democracy: Making shared compositional and performance decisions.</p> <p>Rule of Law: Following rehearsal expectations and musical direction.</p> <p>Individual Liberty: Expressing personal style through improvisation.</p> <p>Mutual Respect & Tolerance: Appreciating diverse musical genres and abilities within the group.</p>	<p>Democracy: Contributing ideas and making collective performance decisions.</p> <p>Rule of Law: Following rehearsal expectations and agreed production guidelines.</p> <p>Individual Liberty: Expressing personality and character through performance.</p> <p>Mutual Respect & Tolerance: Valuing diverse talents, cultures and perspectives within the cast.</p>